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ROLE OF INDUSTRY AND BUSINESS IN CONTRIBUTING TO RURAL YOUTH DEVELOPMENT--THEIR SCOPE, LIMITATIONS AND FUTURE NEEDS.

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FACTORS AFFECTING THE EMPLOYMENT OF URBAN AND RURAL YOUTH ARE BECOMING SIMILAR IN NATURE. BETTER EDUCATION AND APPRENTICESHIP PROGRAMS ARE NEEDED FOR BOTH GROUPS. NON-CAUCASIANS UNSKILLED LABOR, AND PERSONS UNDER 25 YEARS OF AGE ARE THE GROUPS WITH THE HIGHEST RATE OF UNEMPLOYMENT. INDUSTRIAL EDUCATION PROGRAMS NEED THE COOPERATION OF GOVERNMENT, BUSINESS, AND COMMUNITY. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (JS)

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ROLE OF INDUSTRY AND BUSINESS IN CONTRIBUTING TO RURAL YOUTH DEVELOPMENT -- THEIR SCOPE, LIMITATIONS AND FUTURE NEEDS

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ABSTRACT

Today, more than ever before, there are similarities between the various factors which affect both rural and urban youth. There are increasing demands for trained and skilled workers; conversely, there are decreasing demands for unskilled and/or untrained workers.

The more education and training a youngster has the more he will prosper. Businessmen have a considerable stake in education. Maximum development of individual capacity is the best insurance for economic growth and national security. Success or failure in business is determined by the ingenuity, skill, and drive of people. Human potential is a nation's greatest natural resource but it must be identified and developed.

Business can only be prosperous if more people are continually being better educated. Better educated people who earn more money can take care of themselves better. They require less local, state, and Federal support.

Apprenticeship is an answer to the demanding needs of business; that is, a method of learning a skill through a pre-determined schedule or training outline which consists of not less than 4,000 hours of on-the-job training and related theorical instruction. Business and industry can limit employee effectiveness by refusing to recognize that planned training will motivate a qualified person to develop his skills while he is acquiring both maturity and judgment. Often creativeness exists, but needs the stimulation of management. Apprenticeship provides employers with an effective training plan whereby employees help themselves develop a wide and diverse range of skills. As a training plan, it is designed to afford a qualified person an opportunity to earn while he learns a skilled occupation. A sound apprenticeship program stresses quality workmanship and creates a keen sense of its awareness in the apprentice. An integral part of his training is that he is taught to recognize the full meaning of quality workmanship and intuitively strive for it in his work.

Man-power development and youth opportunities are of prime importance to today's American businessman, particularly when viewed in light of the fact that long-term unemployment has risen markedly since the Korean War.

The bulk of unemployment is concentrated in three groups: non-whites, unskilled and low-skilled workers, and persons under 25 years of age. A number of Federal programs have been enacted and proposed to provide Federal solutions to unemployment and man-power problems. Success of any man-power re-training program obviously depends on "complete" co-operation of Government, Business, and Community educators.

There are answers to the problem of youth unemployment. These include improvement in local voational training and re-training programs, close co-operation between schools and business so that youth can be taught skills that are needed in business, and apprenticeship training.

The Everett Plan is a pilot study offering a solution to the problem of youth unemployment. This is an annual program now in effect in Massachusetts which utilizes pilot-study findings to bring community resources to bear on this problem.

INTRODUCTION

Today, more than ever before, there are similarities between the various factors which affect both rural and urban youth.

As we progress into the 20th Century, there are increasing demands for trained and skilled workers, and there are alarmingly decreasing demands for unskilled and/or untrained workers.

The amount of training and education a youngster has, whether he be rural or urban, directly determines his chances for obtaining employment, being successful, and prospering in this day and age.

BETTER EDUCATED PEOPLE

Earn more and buy more

Produce more and achieve more

Adapt more readily to new ideas and new methods

Appreciate and buy newer products and services

Accept more responsibility for representative government

Require fewer public services

Have more facts for making wiser decisions

Have greater faith in a free market economy

BUSINESSMEN'S STAKE IN EDUCATION

Businessmen have a vital stake in education.

The economic well-being of a community dependes upon the educational attainments of its people.

Education is the number one public employer of people, and the number two spender of public funds, second only to national defense.

Research shows that a rising level of education lifts the economic level of any area -- community, county, state, nation.

The horizon of the American economy rises in direct proportion to the rise in the educational status of the American people.

Business can only make more money if more people are continually being better educated. Better educated people earning more money can take care of themselves better and require less local, state, and federal support.

Success or failure in business is determined by the ingenuity, skill, and drive of people. Human potential is a nation's greatest natural resource, but it must be identified and developed.

Maximum development of individual capacity is the best insurance for economic growth and national security.

WORTHWHILE EDUCATION PROJECTS FOR BUSINESS FIRMS

Surveys of student (teacher) attitudes about business

Inventory of local job opportunities

Preparation of leaflets or teaching units on history and growth of a local economy

Studies of school problems

Dropouts and work-study programs

School finance

Enrollment trends

Needs for school redistricting

Teacher qualification and pay scales

ECONOMICS UNDERSTANDING PROJECTS

Business-education days (teachers visit business establishments)

Education-business days (businessmen visit schools)

Student tours of industry

Student (teacher) part-time employment assistance

Junior achievement programs

TV-radio quiz shows or panel discussions

Economics workshops and seminars

Career guidance for students

Speakers on business operations for social assemblies or classes

Loans or gifts of films, film strips, or other economics teaching aids

Introduction into schools of special units or textbooks on economics

Essay contests on the american free enterprise system

CAMPAIGNS FOR COMMUNITY SUPPORT OF SCHOOLS AND COLLEGES

Campaigns for voter support of:

Sound school bond proposals

Necessary school tax levies

School district reorganization

Community colleges and four-year colleges

Fund-raising campaigns for scholarships, fellowships, student loans, and gifts to colleges

Campaigns to gain support for needed local community and junior colleges

STUDENT AND TEACHER RECOGNITION PROJECTS

Publicly acclaim the efforts of outstanding teachers and students by:

Award breakfasts, luncheons, and dinners

Seminars for teachers (students)

Science fairs for students

Special invitations to address civic and fraternal club meetings

Student "boss-for-a-day" programs

Presentation of certificates, scholarships, trips, tours, and other awards for outstanding achievements

Teacher (student) of the month (year) programs

APPRENTICESHIP -- AN ANSWER TO TRAINING NEEDS OF BUSINESS

WHAT IS APPRENTICESHIP?

Leaders of business and labor who are serving on the Federal Committee on Apprenticeship define apprenticeship as a method of learning a skill through a predetermined schedule or training outline which consists of not less than 4,000 hours (a minimum of 2 years) of on-the-job-training and related theoretical instruction.

An apprentice learning a skill receives on-the-job training, but a person receiving on-the-job training is not necessarily an apprentice.

VOLUNTARY SKILL DEVELOPMENT ENCOURAGES INDIVIDUALITY

Progress of business and industry in the United States is attributed to the principle that an individual is free to develop his skills. This benefits him,

his employer, his family, the community and, most important, contributes to the democratic way of life. Most employers agree that employees have an inherent potential in three basic areas:

Attitude Skill Knowledge

EFFECTIVE TRAINING

Business and industry can limit employee effectiveness by refusing to recognize that planned training will motivate a qualified person to develop his skills while he is acquiring both maturity and judgement. Often creativeness exists, but it needs the stimulation of management.

WHAT APPRENTICESHIP DOES

Apprenticeship provides employers with an effective training plan whereby employees help themselves develop a wide and diverse range of skills. As a training plan, it is designed to afford a qualified person an opportunity to earn while he learns a skilled occupation. A sound apprenticeship program stresses quality workmanship and creates a keen sense of its awareness in the apprentice. An integral part of his training is that he is taught to recognize the full meaning of quality workmanship and intuitively strive for it in his work.

WHO USES APPRENTICESHIP?

Apprenticeship by its very nature is not limited to any single business or industry. Business and industry in the four major groups -- manufacturing, construction, utilities, and trade and service -- have trained apprentices for many years.

"BUILD THE PEOPLE -- THE PEOPLE WILL BUILD THE PLANES"

"Our job is to build people. The people will build the airplanes." With these words, Robert E. Gross, the former chairman of the board and chief executive officer of Lockheed Aircraft Corporation, set the pace for the company's apprenticeship program.

A VOLUNTARY TRAINING PROGRAM

Apprenticeship is a completely voluntary training program on the part of both business and industry. They are responsible for its administration, operation, and the effect it has on the community and the nation. Specifically, management and labor, when employees are affected by a bargaining agreement, jointly decide on the terms and conditions under which apprentices are employed. When employees are not covered by a bargaining agreement, management develops the necessary mechanics of its apprenticeship plan.

THE APPRENTICE

Learns and earns while on the job

Studies related theoretical subjects

Produces during his training

Is paid and his production is sold

Has a written or oral agreement covering terms and conditions of his employment and training plan

APPRENTICEABLE OCCUPATIONS

Occupations generally recognized as suitable for apprenticeship are those which can be learned through two or more years of training and work experience on the job. Traditionally these include such skilled occupations as electrician, plumber, carpenter, tool and die maker, stationary engineer, machinist and printer. However, there are large numbers of other apprenticeable occupations less commonly known. Some of these are:

Aircraft Mechanic
Artist -- Sign, Scene and Pictorial
Baker
Barber
Bookbinder
Brewer
Butcher-Meat Cutter
Candy Maker
Cook
Cosmetician
Dairy-Products Maker
Dental Technician
Draftsman and Designer
Dry Cleaner, Spotter and Presser
Electronic Technician
Electroplater
Engraver
Floor Coverer
Foundryman
Furrier
Heat Treater
Helicopter Mechanic
Jeweler
Leather Worker
Mattress Maker, Custom
Musical Instrument Mechanic
Optical
Photographer
Tailor
Textile Technician Mechanic
Upholsterer
Wire Weaver
X-ray Equipment Mechanic

PROJECTED NEEDS

From 1960 to 1970, the U. S. Department of Labor estimates this nation will need 24 per cent more skilled workers. There are now approximately 8.5 million skilled workers in all industries. Fewer than 60,000 apprentices in registered programs completed their apprenticeships in 1960 and 1961.

Expansion in apprentice-employing industries during the current decade (1960-1970) has been projected as follows:

Construction . . . . . .up 30 per cent or more

Trade and Services . . . . . .up 25 per cent or more

Manufacturing . . . . . .up 15 per cent or more

Transportation . . . . . .up 5 per cent or more

Utilities . . . . . .up 5 per cent or more

Mining . . . . . .up 5 per cent or more

Business and industry need versatile, easily retrained skilled workers. A number of highly skilled workers are unemployed because they are unable to adapt their skills to the changing needs of industry.

The day of the specialist is fast losing its status in some industries. When business and industry must adapt to technical changes, their employees also must retrain to acquire essential new skills. As the number of apprentices decreases, business and industry become less able to keep pace with current market demands.

PLANNED TRAINING PAYS DIVIDENDS IN TERMS OF:

Company security -- Planned training assures an adequate supply of skilled workers trained in efficient methods of production.

Lower production costs -- Planned training decreases production costs by reducing waste. The more skilled are the workers, the less spoiled are the materials.

Satisfied customers -- Skilled workers, trained in accuracy and precision, assure customers of high quality products.

Reduced labor turnover -- Planned training provides opportunities for advancement within the organization, thus tending to decrease the frequency of hiring and rehiring.

Reduced supervision -- Planned training develops the ability and initiative of the work force. Trained workers require minimum supervision in planning and performing their assignments.

Source of supervisory personnel -- Planned training prepares skilled workers for advancement to supervisory jobs.

National security -- The development of the nation's skilled manpower through planned training is as important to our national security as is the training of men for the armed forces.

Looking ahead -- Technical developments in the years immediately ahead will require a work force possessing high skills and creativity. New industrial techniques will necessitate additional skills and new twists to existing skills. Planned training is a necessary tool for progress.

WHAT HAPPENS TO THOSE COMPLETING APPRENTICESHIPS?

The Department of Labor's Bureau of Apprenticeship and Training determined what happens to apprentices after they complete their training. Their results disclosed that six years after completing apprenticeship training:

More than one-fourth had advanced to supervisory positions or had become managers or proprietors of their own businesses.

93 per cent had made specific use of the skills learned during their apprenticeships.

Only 7 per cent went into completely different types of work.

Virtually all were highly enthusiastic about apprenticeship training.

WHERE AND HOW MANY APPRENTICES ARE EMPLOYED

The U. S. Department of Labor's Bureau of Apprenticeship and Training reports there are more than 150,000 registered apprentices in training, most of whom are in construction industries. Of course, there are a number of apprentices being trained in other industries.

Apprentices are being trained in every state in the union, for example:

Aero-jet mechanics . . . . . .in California

Electronic technicians . . . . . .in Massachusetts

Foundrymen . . . . . .in Pennsylvania

Furriers . . . . . .in Alaska

Maintenance mechanics in pineapple plants . . . . . .in Hawaii

Tool and die makers . . . . . .in Michigan

The number of apprentices must be substantially increased to meet scientific and technological innovations in business and industry. Those now in training are insufficient to cover losses resulting from deaths, retirements, and transfers to other occupations, to say nothing of meeting demands for supervisors, foremen, and industrial managers.

The U. S. Department of Labor's Bureau of Apprenticeship and Training and co-operating State Apprenticeship agencies provide consultant service available to you on request.

Specifically, they will . . . . .

Assist in determining your training needs

Furnish information on training aids, programs, and materials

Assist, where necessary, in planning training activities to meet specific needs

MANPOWER DEVELOPMENT AND YOUTH OPPORTUNITIES

How to get the unemployed off relief rolls and back at gainful work is a much discussed issue. Long-term unemployment (over 26 weeks) has risen markedly since the Korean War. It averaged less than 80,000 in 1953 and rose to 304,000 in 1961.

The bulk of unemployment is concentrated in three groups: nonwhites, unskilled and low-skilled workers, and persons under 25 years of age. Rates are extremely high for high school dropouts who, also, disproportionately are nonwhites.

All unemployment is serious, but some differences of opinion exist as to the extent of the problem and as to the best methods of dealing with it.

Rep. Charles E. Goodell (R-N.Y.), who played a major role in shaping the new Manpower Development and Training Act, has contrasted today's unemployment with unemployment in the thirties.

Speaking April 1 on a Mutual radio program, "What's the Issue?" produced by the United States Chamber of Commerce, Rep. Goodell said:

> "Certainly, in making a comparison with the 1930's we must say we are doing extremely well today. Unemployment is about 4½ million people, but the most serious portion of this is the continuing hard core of unemployed that have been unemployed for more than 15 weeks. This is running about a million and a half, a good third of the total unemployed.
>
> "During the 1930's after most of the various measures to resuscitate our economy had been taken, we still had nine million unemployed with a much smaller work force, so I don't believe the comparison today is a very unfavorable one, but it is still a serious problem."

The Chamber of Commerce's Executive Vice President Arch N. Booth pointed out on the same program that the number of "gainfully employed" people in the labor force is at its highest point in history and that the number of unfilled job opportunities in this country has risen rapidly.

FEDERAL PROGRAMS ENACTED AND PROPOSED

A number of federal programs have been enacted or proposed to provide federal solutions to local unemployment and manpower problems.

On March 15, 1962, President Kennedy signed into law the three-year, $435 million Manpower Development and Training Act of 1962. (Public Law 87-415).

This program extends the federal government's power to retrain up to a million Americans who are either unemployed or underemployed in any area of the nation, and to provide subsistence allowances when needed.

Passage of the Area Redevelopment Act in 1961 gave the federal government limited power under Title 16 to retrain unemployed and pay subsistence allowances only in areas labelled depressed."

The national problem the federal government is attempting to solve is a summation of local problems. Now is the time for businessmen to unite with educators and other community leaders to seek solutions to any local manpower problems.

UNITED STATES CHAMBER OF COMMERCE POLICY ON UNEMPLOYMENT

Businessmen should re-examine provisions of all state welfare and unemployment programs to determine how they may assist and motivate the unemployed to train themselves in saleable skills for which they have reasonable aptitude.

The Chamber of Commerce should survey the entire business community to determine the extent to which retraining of the underemployed, the unemployed, or the potentially unemployed is being undertaken by business enterprise.

The Education Committee of the Chamber should explore all means of increasing effectiveness of formal education for nonprofessional manpower, and hence of minimizing dropouts from secondary schools, and should consider recommendations to that end, such as:

Community surveys to identify total vocational training facilities and job opportunities of the region. Businessmen should co-operate in such surveys.

Effective guidance programs in secondary schools as a prerequisite to state accreditation. Regional job opportunity inventories should regularly be reported to guidance counselors, as well as information about career opportunities in the armed forces.

Follow-up surveys of youth who complete vocational training programs to determine whether they take jobs which utilize skills acquired in school and whether jobs in the community require the kind and proportion of skills being offered in current vocational training programs.

State policies and programs for educational opportunity beyond the high school to provide terminal courses in vocational-technical training available to both youth and adults throughout the state.

Modification of state statutes and regulations to permit youth under age 16 to take carefully controlled part-time employment.

Broadening of high school curricula to include appropriate vocational and technical training, as well as guidance for youth of varying abilities and aptitudes, with a special recognition of the present and future manpower needs and opportunities of the country.

Raising the status and increasing respect for technical-vocational education.

Encouraging school systems to offer technical and vocational training at the earliest practical moment, especially to those children and youth with little aptitude or interest in academic or professional pursuits.

SURVEY OF BUSINESS TRAINING PROGRAMS

Among steps taken to implement these new Chamber policies, the Chamber has prepared a questionnaire on training programs to send to business members. Re-

plies will indicate what the business community is doing to train and retrain the employed, the underemployed, and unemployed.

IMPACT ON BUSINESS OF P. L. 87-415
"MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962"

Under the federal manpower training law, the Secretary of Labor has been directed to:

1. Evaluate the impact of automation, technological progress, and other changes affecting the use of human resources.

2. Develop solutions to problems arising from technological changes and publish the findings.

3. Study practices of employers and unions which affect mobility of workers and report his findings.

4. Develop, compile, and make available information regarding skill requirements, occupational outlook, job opportunities, labor supply in various skills, and employment trends for use in educational training counseling, and placement activities required by the Act.

5. Provide a program for testing, counseling, and selecting (for occupational training) unemployed or underemployed persons who cannot secure full-time employment without training.

6. Determine occupational training needs of referred persons, refer them for training, provide counseling and placement services for those who have completed their training, and follow-up studies to evaluate results.

7. Encourage states, private and public agencies, employers, trade associations, labor organizations, and other industrial and community groups, which he considers qualified, to develop and conduct appropriate on-the-job training programs approved by him.

8. Insure adherence to appropriate training standards.

ALL MUST CO-OPERATE

Success of the Administration's manpower retraining program obviously depends on "complete" co-operation of government, business, and community educators, as Dr. H. Bradley Watson recently pointed out. Dr. Watson said "This is a total problem that involves the entire society, business as well as education . . ."

Dr. Watson also called attention to the tremendous reservoir of training facilities in business and industrial establishments that "perhaps are not being used to full capacity that can be made available under such a program as this."

CAREER GUIDANCE FOR YOUTH

The jobless rate among youth is two to three times that of the rest of the population. The heart of the unemployment problem is the uneducated and unskilled who are not wanted for jobs. Jobs for the skilled and educated are plentiful. There are answers to the problem of youth unemployment. These include improvement in local vocational training and retraining programs, better apprenticeship training, and close co-operation between schools and businesses so youths can be taught skills that are needed in business.

PILOT STUDY OFFERS A SOLUTION

A pilot study (called the Everett Plan) sponsored by the Everett, Massachusetts, Chamber of Commerce working in collaboration with the Center of Continuing Education of Northeastern University and the Massachusetts Department of Labor and Industries, Division of Apprentice Training, has been completed. An annual program is now in effect which is utilizing pilot study findings to bring community resources to bear on this program.

EARLY CAREER PLANNING A MUST

Selecting the right career and the way to earn one's living probably is the most important decision a person makes in his entire lifetime. Therefore, it is essential that broad career interests and personal goals be set early so that they can serve as guidelines in determining the kind and amount of education to plan for.

Delays in making such an important decision makes education or training more difficult to obtain, and valuable years of productivity and personal development are wasted, both to the individual and the nation's economy.

Authorities agree that much of the frustration encountered by youth in the transition from school to work could be eliminated, job turnovers reduced and the gap, averaging six years between high school graduation and continuing education, could be narrowed by adequate guidance and proper career planning.

Despite vast strides forward in guidance and career planning in recent years, the need of America's youth has not been met and this gave impetus to the birth of "The Everett Plan for Preparation for Employment."

WHAT IS THE EVERETT PLAN?

The Everett Plan which has been nicknamed the "Everett Prep Club" by members is a voluntary, action-oriented, youth-centered program of planned, extracurricular activities open to boys and girls of high school age, regardless of race, color, creed, or school affiliation, including those who have discontinued their attendance at high school prior to graduation.

The project is designed to aid Club members in preparing themselves to make the transition to the world of work; to select the kind of work that is suited to their needs, interests and qualifications; and to find a satisfactory starting point for continuing progress, growth, and achievement.

While the program provides benefits for college-bound youth, it is primarily aimed at the approximately 70 per cent of high school students who plan to enter the work force after graduation and at those youths who have dropped out of school.

The program brings to bear the total resources of the community to resolve a problem that is national in scope.

WHY THE EVERETT PLAN?

In these rapidly changing times, technological advances have resulted in the elimination of many laborious and unskilled jobs and have created many new jobs and career opportunities calling for a higher level of education, skill, and training. In the years ahead, a much larger number of boys and girls will be graduating from our high schools and seeking employment in business and industry.

Most of these young people are unfamiliar with the realities of the world of work, with the opportunities available to them, with the requirements and responsibilities which employment will place on them, and with the abilities, skills, and personal habits and attitudes they will be called on to develop.

While much help is available through the school system and through parents and friends, study after study shows there is great need for a better planned, organized and continuing approach during the years prior to entering the work force to assure early and satisfying jobs for our nation's youth.

PREP CLUB GOALS

1. To prepare youth for the transition from school to work;
2. To reduce school dropouts;
3. To assist school dropouts in advancing their career interests;
4. To help terminal high school students to find early and satisfying employment;
5. To increase the flow of youth to formal apprentice training programs;
6. To elevate the dignity of all useful occupations;
7. To motivate youth to pursue advanced education and training;
8. To assist youth in selecting a satisfying and rewarding career;
9. To place a new and greater emphasis on a successful high school career;
10. To assist youth in setting personal goals;
11. To assist youth in identifying the elements of life planning that contribute to success, continued growth, and happiness;
12. To advance the understanding of youth in the value of our free enterprise system.

WHAT ABOUT THE FUTURE?

While the present program is for youth of the 12th grade age level, the ultimate goal of the Chamber's Prep Club Advisory Council is to introduce a similar program in the 9th grade through the 12th grade with an appropriate program for each grade level.

Studies show that it is in the lower grades that the dropout problem can best be resolved.

HOW DOES THE PROGRAM OPERATE?

The program operates as an association of different occupational interest groups and functions within a common pattern of activity and towards the same general objectives to accomplish Prep Club goals.

All Prep Clubs meet twice a month during the school year at the same time in the evening under the direction of competent adult leaders from sponsoring firms. Each individual club has its own youth officers who preside at all meetings. Several joint meetings feature keynote speakers prior to individual club meetings. At other meetings films and visual aids are used, panel discussions are arranged, and field trips to various firms are made. Leaders are provided manuals covering subjects and methods of conducting meetings. Each member is issued a guide which includes career information, aptitude tests, job analysis work sheets, hints on personal development, job surveys, etc.

Sessions cover: establishing personal goals, career planning, how a business operates, where and how to find employment, business understanding, labor-management relations, career opportunities, the job interview, government's role in our economy, economic understanding evaluating opportunities, selling one's self, and other subjects.

WHO OPERATES THE PROGRAM?

The Everett Chamber of Commerce introduced, developed and coordinates the program. Administration is provided by the Chamber staff. The operation of the project is directed by the Chamber's twenty-one member advisory council which includes representatives of management, labor, government, schools, clergy and other segments of the community. The council approves occupational interest groups, sponsoring firms, program contents, meeting sites, frequency of meetings, arranges for finances, and provides general direction for the successful operation of the program.

HOW IS IT FINANCED?

The program is financed and administered by the business community through its Chamber of Commerce Advisory Council. Firms sponsoring individual Prep Clubs assume miscellaneous expenses in connection with field trips and other activities. Club leaders serve on a voluntary basis.

HOW DOES YOUTH BENEFIT?

Club Members

Develop new knowledge and understanding of:

- Our business system and how business operates
- Personal goals and career planning
- Self-Development suited to their needs, interests and qualifications

Get experience in:

- Self-Analysis of their experiences, educational interests, and abilities
- Career and job exploration
- Individual and group work projects
- Effective presentation of ideas and information to others
- Working with others
- Preparing applications for employment
- Participating in job interviews
- Selling one's self

"Pick the brains" of:

- Club leaders
- Fellow club members
- Guest speakers
- Competent individuals in management, labor, government, and education

Find out new sources of information which will aid in personal planning, in career and job exploration, and in finding employment -- so that they will know where to look and who to see

Develop personal plans for further education, self-development, and eventual employment.

MEETINGS NOT ALL WORK

Occasionally planned social affairs are included as part of Prep Club activities and are held following club meetings.

Not to be overlooked is the "Prep Club News" which is prepared by the Clubs' news staff and published twice monthly to keep members informed on club affairs and activities of club members.

SPONSORING FIRMS PLAY A BIG PART

In addition to providing leaders for individual Prep Clubs and serving as members of the advisory council, sponsoring firms assume miscellaneous expenses in connection with club activities. They also make valuable contributions as to the kind of information to be included in Prep Club sessions. In-plant meetings are often held with the firm's Prep Club leaders to assist them in their voluntary post and to advance the effectiveness of the program.

In numerous cases sponsoring firms have hired Prep Club members for work after school hours and some are slated for full-time employment and training after graduation. This is not a prerequisite of a sponsoring firm, however.

A WORKING PARTNERSHIP

The Prep Club program is not a substitute for present school guidance activities; it is designed, however, to complement the valuable work guidance counselors are currently doing in the vital area of career planning.

An Everett Prep Club reporter asked a guidance counselor of the Everett Public Schools the following question: "Do you think the Everett Prep Club is interfering with the work of the Guidance Department?" He answered: "No, I don't. The Everett Prep Club can be a supplementary asset to the work of the Guidance Department. Just by meeting people in industry and business, being exposed to their ideas can contribute tremendously in the students' problems of choosing a career." The guidance director, incidentally, is a valuable member of the Chamber Prep Club advisory council, as are the superintendent of schools and the principals of the local senior and vocational high schools.

THE ROLE OF CLUB LEADERS

Leaders of individual Prep Clubs are the backbone of the fledgling new youth program. They regularly attend club meetings, set up field trips, collaborate with club officers in the conduct of meetings, provide visual aids, arrange for panelists for club sessions when required, motivate members to maximum participation in club affairs, and serve as advisors to club members.

Leaders meet regularly to discuss club sessions and swap tips on successful methods of leadership.

Leaders include both men and women and come from the top echelon of local firms and organizations.

At the present time, twenty-nine leaders are serving fourteen individual Prep Clubs that were established to advance the career interests of the two hundred enrolled club members.

A SOLID PROGRAM

It took ten months of advanced planning and research before the pilot study was introduced in May, 1962. Five additional months of work were devoted to analyzing the evaluation of the pilot study and to further program planning before the full year's program was presented to Everett youth in October, 1962.

A continuing evaluation of club members, leaders, and sponsors is an important part of the current program and will prove valuable in keeping the project in tune with the career interests of members, changes in the demand for various types of work, new training techniques, educational needs, and changes in the nation's economy.

The Center for Continuing Education of Northeastern University in Boston conducted the research studies, prepared evaluation procedures, and developed the contents of the program in collaboration with the Chamber, school authorities, sponsoring firms, and State and Federal agencies.

HOW WILL THE NATION'S ECONOMY BENEFIT?

A reduction in youth unemployment will ensue.

The number of school dropouts will be reduced.

More youth will pursue formal apprentice training to fill the increased demand for skilled craftsmen.

The waste of valuable human resources will be reduced.

A more knowledgeable work force better prepared to accept and cope with technological changes will be provided.

More youth will be motivated to seek advanced training and education.

The number of job turnovers will be reduced.

America's youth will be better prepared to find earlier and satisfying employment.

The program will produce better citizens, more knowledgeable, as it relates to our free enterprise system and how our economy operates.

A new meaning will be placed on the value of all useful occupations.

Our youth will be better adjusted and happier workers.

A closer working relationship will be established between youth who represent our future manpower resources, school authorities, guidance directors, the business world, other community segments and government agencies.